

Development of Teaching Materials in Writing Poetry Based on Local Wisdom in Class X Students of Gema Bukit Vocational School, Barisan Tanjung Morawa

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Abstract—This study aims to determine the development of poetry-based teaching materials based on local wisdom in class X SMK Gema Bukit Barisan Tanjung Morawa. This research uses the R & D method. The subjects in this study were students of class X-1 SMK Gema Bukit Barisan Tanjung Morawa, the 2017-2018 school year totaling 36 students. The steps used in this study are collecting data, designing products, validating experts, revising products. Based on the product effectiveness test conducted on the media, it is known that local wisdom-based learning media is effectively used in the learning process. This is evidenced by the results of the effectiveness of local wisdom-based learning media products that have an effectiveness of 84.28% with a very good category. Based on the results of the tests conducted, it is known that the learning outcomes of students who use multimedia-based learning media are higher than students who use multimedia learning-based learning media. This is evidenced by the acquisition of the average value of students who learn using interactive multimedia-based learning media has an average value of 84.3 while students who learn by using local wisdom-based learning media obtain an average score of 65.1.

Keywords: Development, Learning Materials for Writing Poetry Based on Local Wisdom

1. INTRODUCTION

Teaching materials are the means that are prepared and used by teachers in carrying out teaching assignments at schools. The means referred to can be written or oral text. In other words, teaching materials are materials that are designed and attractive and contain student values that are used to achieve basic competencies and educational goals.

One of the supporting factors for the success of teaching in the world of education is the completeness of the materials used by the teacher. Teaching materials are considered very important because the main source of the material is even the most important part of the teaching and learning process.

Mulyasa (2006: 96) states that teaching materials are part of teaching resources which can be interpreted as something that contains learning messages, both specific and general in nature that can be used for learning purposes. Majid (2007: 174) also argues that teaching materials are all forms of materials, information, tools, and texts that are used to assist teachers and instructors in carrying out teaching and learning activities. Thus, it can be understood that teaching materials are all forms of means that contain specific or general messages that can be used as materials in learning activities. For this reason, teaching materials can be viewed as one of the fundamental parts that can determine whether educational goals are achieved or not.

There are four goals for language skills, namely listening, speaking, reading, & writing. A person is said to be able to speak if he has mastered the rules of language use and can apply them. Thus, language ability is not only determined by knowledge of language rules but most importantly by the ability to use language, both orally and in writing.

Language skills both orally and in writing are very important, because with language skills people will understand what is being said and people will be able to read and understand the ideas put forward in written form. Thus, people who read and listen will understand the sentences that are spoken or written, whether through essays, books, or texts such as speech scripts. Regarding written language skills, of course, it can be seen from the ability to use language in writing, such as speech scripts. To be able to write a good speech script, it takes several basic skills mastery that greatly affects the success of the writer. Among them, the basic skills are mastery of sentences, especially effective sentences. Effective sentences can be expressed in terms as stated by Keraf (2012: 36), Effective sentences are sentences that can accurately represent the ideas or feelings of the speaker or writer and sentences that can produce the same idea precisely in the minds of listeners and readers as thought by the speaker or author.

Based on the quote above, it is clear that effective sentences are very important in writing a speech script. Using effective sentences in a speech script will make your speech easy to understand. The effectiveness of a speech script includes word choice, as well as vocabulary used. If the speech script uses sentences that are not effective, it will be a complicated problem and the content of the speech will be difficult or even not understood and understood. This is in line with Akhadiah (2011: 51) saying: The problem that is often raised in teaching writing is the inability of students to use Indonesian correctly, ineffective sentences like to express ideas because of difficulty choosing words or sentences, even less able to develop ideas regularly. and systematic.

2. THEORY

2.1 Teaching Materials

Teaching materials are the means used by teachers in carrying out teaching assignments at schools. As the teaching material is considered important and is the subject of learning, the teacher is assigned to determine and design the teaching material and then teach it in the classroom.

According to Panen in Setiawan (2007: 15) that teaching materials are materials or learning materials that are systematically arranged, which are used by teachers and students in the learning process. Furthermore, according to Prastowo (2014: 138), teaching materials are all materials (both information, tools, and texts) that are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and analyzing, implementation of learning.

2.2 Teaching Material Development

The development of teaching materials must be based on an analysis of student needs. This was done to determine the relevant materials for increasing the competence of teaching materials. For this reason, the teacher must be able to identify all forms of material deficiencies in the implementation of learning.

There are some reasons why it is necessary to develop teaching materials, as mentioned by the Directorate of Senior High School Development (2008: 8-9) as follows:

1. The availability of materials according to the demands of the curriculum, meaning that the learning materials developed must be by the curriculum.
2. Target characteristics, meaning that the teaching materials developed can be adapted to the characteristics of students as targets, these characteristics include the social, cultural, geographic, and stages of student development.
3. The development of teaching materials must be able to answer or solve problems in learning difficulties.

2.3 Principles in the Development of Teaching Materials

In the preparation of teaching materials and to develop them, several principles must be considered including the principles of relevance, consistency, and adequacy (Depdiknas 2010: 27).

1. Relevant Principles

The learning material should be relevant or there is a link between the material and the achievement of competency standards and basic competencies. For example, in presenting concepts, definitions, principles, procedures, examples, and training must be related to the basic material requirements contained in the competency standards and basic competencies so that students can easily identify and recognize ideas, explain the characteristics of a concept, and understand procedures in achieving a goal. certain.

2. Principle of Consistency

A teaching material must be able to be a solution in achieving competence. In the preparation of teaching materials that must be considered are the indicators that must be achieved in basic competencies. If there are two indicators, the materials used must include these two indicators.

3. Adequacy Principle

The principle of sufficiency means that the material being taught should be sufficient in helping students master the competencies being taught. The material should not be too little or too much.

2.4 Scientific Speeches

Wiyanto (2010: 12) says: "Speech is the delivery of ideas, thoughts, or information to many people orally, in certain ways". Meanwhile, according to Ali (2011: 76), speeches are: 1) Expressing thoughts in the form of words addressed to the crowd, 2) Discourse that is prepared to be spoken in front of the public. Speech is a person's ability to express thoughts, feelings systematically in spoken language in front of a crowd with specific aims and objectives. According to Keraf (1989: 320), there are five aims and objectives of speech, namely:

- 1) Encourage
- 2) Convincing
- 3) Do or act
- 4) Notifying
- 5) Creating a happy atmosphere

3. RESEARCH METHOD

3.1 Research Design

This research is development research. This study uses the development method (Research and Development). The method of development (Research and Development) is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2015: 407).

Wasis (2004: 4), research and development of an effort to develop an effective product in the form of learning materials, instructional media, learning strategies for use in schools, not to test the theory. Development research is a

needs analysis and can test the effectiveness of the resulting product so that it can function in the wider community (Sugiyono, 2007: 407).

3.2 Research Procedures

This development research procedure consists of two stages, namely developing a product model and testing the quality and or effectiveness of the product produced (Sukardjo and Lis Permana Sari (2009: 66). In this development research, there is a development model known as the ADDIE model. The ADDIE development model is a learning design model based on an effective and efficient system approach and an interactive process, namely the results of the evaluation of each phase can take the development of learning to the next phase. The final result of the next phase is the initial product for the next phase. This model consists of 5 phases or The main stages are: 1) Analyze (Analysis), 2) Design (Design), 3) Develop (Developer), 4) Implement (Implementation), 5) Evaluate (Reyzal Ibrahim, 2011).

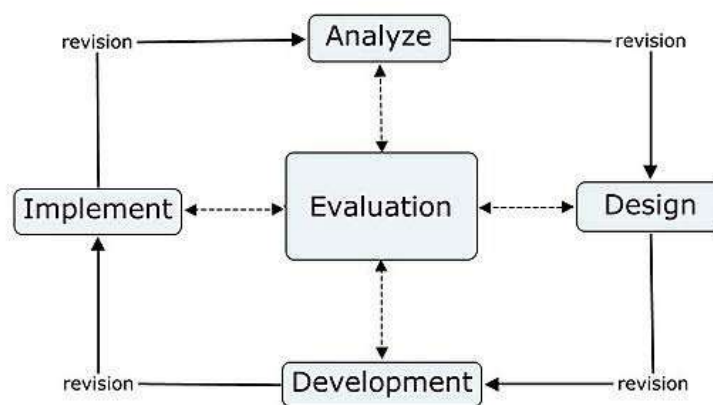


Figure 1. ADDIE Development Model

The stages of the ADDIE model according to Chaeruman (2008) are as follows:

- The analysis stage, a process of defining what the learners will learn. So to find out or determine what to learn, we must carry out several activities, including conducting a needs assessment, identifying problems (needs), and carrying out a task analysis. Therefore, the output that we will produce is in the form of characteristics or profiles of prospective learners, identification of gaps, identification of needs, and detailed task analysis based on needs.
- The design stage, this stage is also known as making a design, is what we do in our design stage. First, we formulate learning objectives. Next compile a test, where the test must be based on the learning objectives that have been formulated earlier. Then determine what appropriate learning strategies should be like to achieve these goals. In this case, there are many choices of the combination of methods and media that we can choose and determine the most relevant. Also, consider other supporting sources, such as relevant learning resources, what kind of learning environment should be.
- Development stage, development is the process of making the blueprint or design a reality. If the software in the form of multimedia is needed in the design, it must be developed, or a print module is needed, then the module needs to be developed. Likewise, with other learning environments that will support the learning process, everything must be prepared at this stage. One important step in the development stage is pilot testing before implementation. This trial phase is indeed part of one of the ADDIE steps, namely evaluation. More precisely formative evaluation, because the results are used to improve the learning system being developed.
- Implementation stage, concrete steps to implement the learning system that we are creating. That is, at this stage everything that has been developed is set in such a way as to its role or function so that it can be implemented.
- In the evaluation stage, evaluation is a process to see whether the learning system being built is successful, by initial expectations or not. Actually, the evaluation stage can occur at any of the four stages above. The evaluation that occurs in each of the four stages above is called formative evaluation because its purpose is for revision needs.

3.3 Data and Data Sources

Data is the result of the researcher's record, both in the form of facts and figures (Arikunto, 2013: 161). The data in this research is the development of teaching materials to write effective sentences in scientific speech texts.

Data sources are the subjects from which data can be obtained (Arikunto, 2013: 172). The data source in this research is writing effective sentences in scientific speech manuscripts. Validation was obtained from lecturers of Indonesian Language and Literature Education as material experts. The teacher is the respondent in data collection. Likewise with students, students as respondents in obtaining information.

3.4 Data Collection

Data collection in this study was carried out using questionnaires and tests.

1. Questionnaire

Questionnaires are many written questions that are used to obtain information from respondents. This study uses a questionnaire to assess and test the feasibility of a module or teaching material to write effective sentences on scientific speech scripts. The questionnaire will be filled in by material experts, reviewers, namely teachers and students.

2. Test

The test is a written assessment using several questions to get the right answer. The test results are also used to assess and test the feasibility of modules or teaching materials for writing effective sentences on scientific speech scripts. The test is conducted or followed by respondents, namely students and teachers as assessors.

3.5 Research Instruments

This study uses a Likert scale questionnaire to determine the assessment of material experts, teachers, and students on the feasibility of teaching materials. Questionnaire in the form of a Likert scale using 4 assessment categories. Likert scale for the assessment of material experts and teachers using 4 categories. Meanwhile, students use 4 categories. The questionnaire sheets given to material experts and teachers are different from the questionnaire sheets given to students. The difference lies in the point of assessment only. The assessment was carried out on 4 aspects of the criteria, namely the aspects of feasibility of content, language, presentation, and graphics. Aspects of the eligibility criteria for teaching materials to write effective sentences on scientific speech manuscripts use the assessment of the feasibility of teaching materials developed based on the 2008 Ministry of National Education teaching material development guidelines (Depdiknas, 2008: 29).

Research instruments that use a Likert scale can be made in the form of a checklist or multiple choice (Sugiyono, 2015: 135), this study uses a checklist (v) in the available column. The following is the form of the questionnaire used for material experts, teachers, and students.

3.6 Instrument Validity

The instrument used needs to be tested for validity. Validity means a measure that shows the levels of validity or validity of an instrument (Arikunto, 2013: 211). In this study, using construct validity testing. The construct validity in this study was carried out by consulting the theoretical product with the lecturer or supervisor or material expert. Experts assess the feasibility of the product to be used in the field. After the testing from the experts is complete, it is then continued with product testing. The product is tested on a sample in a population.

3.7 Data Analysis Techniques

After all, data has been collected, the last stage is data analysis, namely by using qualitative descriptive. The data analysis was conducted by examining the lesson plans, teaching materials used, student questionnaire sheets, and teachers, validity sheets for expert tests.

Analysis of the material expert questionnaire sheet, reviewer (Indonesian Language and Literature Teacher) is changed from qualitative and quantitative forms with the following conditions. The scoring rules below according to Sugiyono (2015: 135).

Table 1. Scoring Rules for Material Experts, Reviewer (teachers)

Kategori Skor	Score Category
SK (Very Less)	1
K (Less)	2
C (Enough)	3
B (Good)	4
SB (Very Good)	5

Table 2. Scoring Rules For Student Assessment

Score Category	Score Category
STS (Very Not Agree)	1
TS (Not Agree)	2
S (Agree)	3
SS (Strongly Agree)	4

After the data was collected, the data were analyzed descriptively quantitatively, namely calculating the percentage of indicators for each category of the teaching materials developed, with the formula:

$$\text{Persentase Skor} = \frac{\text{Number of indicators per category}}{\text{the total number of categories indicators}} \times 100 \quad (1)$$

From the results of calculations using the formula above, a number is generated in the form of a percent. The score classification is then changed to a classification in the form of a percentage (Sugiyono, 2013), then interpreted with a qualitative sentence, according to the table below.

Table 3. Percentage of Eligibility Criteria (Sugiyono, 2015)

Score	Kategori Skor	Score Category
5	$81 \% \leq X < 100 \%$	Very Good
4	$60 \% \leq X < 80 \%$	Good
3	$41 \% \leq X < 59 \%$	Enough
2	$21 \% \leq X < 40 \%$	Not so Good
1	$0 \% \leq X < 20 \%$	Very Less Good

4. RESULTS AND DISCUSSION

4.1 Research Results Product Development

The module is one of the elements of teaching materials used by teachers in classroom learning. The learning module is the smallest unit of teaching and learning programs, in which students learn individually or are taught by students to themselves (*self-instructional*) (Winkel, 2009: 472). The development of teaching materials in the form of modules is expected to overcome the problem of limited reference sources for students in learning language material, especially writing effective sentences in scientific speech scripts. The module for writing effective sentences in scientific speech manuscripts have received validation from material experts, namely Al Washliyah Medan Muslim Nusantara University (UMN) Lecturer, Master of Indonesian Language and Literature Education Study Program and Indonesian Language Subject Teachers who serve in SMA Negeri 1 Kisaran.

Table 4. Results of Material Expert Validation Against Modules

I. Content Eligibility

No	Assessment Indicators	Score
1	Compliance with KI, KD	5
2	Suitability to student needs	5
3	Conformity with the needs of teaching materials	5
4	The truth of the material substance	4
5	Benefits for adding insight into knowledge	4
6	Conformity to character values	4
Total Score		22
Average		3,66
Percentage		73%
Category		Well

II. Language

No	Assessment Indicators	Score
1	Legibility	4
2	Clarity of information	5
3	Compliance with Indonesian language rules	4
4	The use of language in an effective and efficient	4
Total Score		17
Average		4,25
Percentage		85%
Category		Very Good

III. Presentation of Material

No	Assessment Indicators	Score
1	Clarity of purpose	5
2	Serving order	4
3	Give motivation	4
4	Interactivity	4
5	Completeness of information	5
Total Score		22
Average		4,4
Percentage		88%
Category		Very Good

IV. Graphics

No	Assessment Indicators	Score
1	Use of font (type and size)	5
2	Tata layout	5
3	Illustrations, drawings, table, and photos	4
4	Display design	5
Total Score		19
Average		4,75
Percentage		95%
Category		Very Good

4.2. Discussion on Material Expert Validation Results

Validation data analysis is done by converting quantitative data to qualitative data into. Changing data from quantitative to qualitative data aims to determine the quality of each aspect that has been assessed. Changing data types is done using a Likert scale. Likert scale scores range from a score of 1-5. Scores range from "very poor" to "very good". Based on the description of the validation results in the previous explanation, the average score of material expert validation results is obtained as in the following table:

Tabel 5. Average Score Expert Validation Test Results

No	Aspek yang Dinilai	Average Score	Percentage	Category
1	Content eligibility	3,66	73%	Well
2	Language	4,25	85%	Very good
3	Presentation of Material	4,4	88%	Very good
4	Graphics	4,75	95%	Very good
Average Overall Aspects		4,26		

4.3 Validasi Guru

Based on the description of the results of the validation carried out by the Indonesian language teacher in class XI SMA Negeri 1 Kisaran, the average score data was obtained as follows.

Tabel 5. Average Score of Expert Validation Test Results

No	Aspek yang Dinilai	Average Score	Percentage	Category
1	Content eligibility	4,83	96%	Very good
2	Language	4,75	95%	Very good
3	Presentation of Material	4,8	96%	Very good
4	Graphics	4,75	95%	Very good
Average Overall Aspects		4,78		

The overall description of the results of student validation and assessment can be contained in the following table.

Tabel 7. Results of Student Validation and Assessment

No	Validator/Penilai	Average Score	Percentage	Category
1	Material Expert	4,26	85%	Very good
2	Teacher	4,78	95%	Very good
3	Students	164	96%	Very good

Based on the table above, it can be explained that the material expert gave an assessment of the module that had been developed with an average score of 4.26 and an assessment percentage of 85% with very good criteria. The teacher gives an assessment of the module that has been developed with an average score of 4.78 and a percentage of the assessment of 95% with very good criteria. Students totaling 34 people gave an assessment of the module that had been developed with an average score of 164 and a percentage of 96% with very good criteria.

5. CONCLUSION

The conclusions of this study include:

1. The module for writing effective sentences in a scientific speech script is structured with the following specifications: Preliminary. In the introduction, there is a general description of the contents of the entire module. This section begins by explaining the instructions for using the module. Furthermore, the learning objectives contain the behavior of learning outcomes that are expected to occur, be owned, or controlled by students after participating in learning and Core Competencies (KI) which contain the content of religious attitudes, social attitudes, knowledge,

and application of knowledge and Basic Competencies which contain competences each subject matter by paying attention to student characteristics, initial abilities, and characteristics of a subject. Activities are a core part of the module that studies learning material. In this section, the module is based on Basic Competence (KD) in writing speech/lecture / sermon texts with systematic and effective language. Evaluation is a material that contains questions that are used to measure students' understanding or mastery of material that has been studied by students or taught by the teacher.

2. The results of material validation obtained an average score of 4.26 and the percentage of the assessment was 85% with very good criteria. The Indonesian teacher gave an assessment of the module that had been developed with an average score of 4.78 and an assessment percentage of 95% with very good criteria. Students respond to modules that have been developed with an average score of 164 and a percentage of 96% with very good criteria.
3. The effectiveness of the module for writing effective sentences in scientific speech scripts for class XI SMA students obtained the effectiveness level in the "Very Good" category.

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